

**Latin American and Latino Studies**  
**University of California, Santa Cruz**  
**LALS 45**  
**Intersections of Race, Class, and Gender**  
**Summer 2024**

**Class Time:** session two **Class Location:** Asynchronous/online  
**Instructor:** Jennifer Gottlieb **Email:** [jngottli@ucsc.edu](mailto:jngottli@ucsc.edu)

**Office Hours: Wednesdays 10am-12pm** Use the signup sheet; only send an email if you cannot meet during these hours and would like to schedule a different time outside.  
<https://docs.google.com/spreadsheets/d/1DNok8jAbSCfzggYxIBf67fWVvgnAF714qUuwK29IRc4/edit?usp=sharing>

**Office Location:** Zoom \*see above sign up sheet for details\* \*also find in zoom section on canvas\*

**Teaching Assistants for this course:**

**Amando Argueta-Vogel: [arguet2@ucsc.edu](mailto:arguet2@ucsc.edu)**

Office hour: Tuesdays from 1pm-2pm

<https://ucsc.zoom.us/j/92098696209?pwd=dVJESTd6T21JYndTcWI5Q0RBVklldz09>

Meeting ID: 920 9869 6209

Passcode: 336897

**Alejandra Watanabe-Farro: [alwatana@ucsc.edu](mailto:alwatana@ucsc.edu)**

Office hour: Mondays from 11 am - 12 pm

<https://ucsc.zoom.us/j/99507825939?pwd=pEbLQZdB4SSEgRmb3oq1123LetF7Au.1>

Meeting ID: 995 0782 5939

Passcode: 198279

**Rafael Delgadillo: [redelgad@ucsc.edu](mailto:redelgad@ucsc.edu)**

Office hour: Wednesdays from 1pm -2pm

<https://ucsc.zoom.us/j/8910251435?pwd=NFpkRWx3TGlvUjdZR3RWU2FpQnRmdz09>

Meeting ID: 891 025 1435

Passcode: 069558

**Course Description:** Introduces theories of race, class, and gender that shape understandings of racial/ethnic issues in the United States. With particular attention to the experiences of U.S. racial/ethnic groups, including Latinas/os, African Americans, Asian Americans, and Native Americans, this course draws from interdisciplinary research to address how race, class, and gender are also crosscutting dynamics.

**Course Goals:**

1. Students will examine how social, economic, political, and cultural experiences affect

communities of color, the economically disadvantaged, LGBTQ+, and women.

2. Students will learn how to apply an intersectional analysis to understand the power, privilege, and oppression hierarchies that pervade social structures and institutions.
3. Students will gain insights into how social constructions of race, class, and gender have changed over time and the way they are linked to current-day social and political policies.
4. Students will develop an understanding of structural inequalities, how they are maintained and reproduced, and the political movements that seek to resist and challenge the status quo.
5. Students will develop analytical writing and critical thinking skills in an interdisciplinary context.

**Challenges Regarding Sensitive Topics:** Please note that this course grapples with sensitive subjects that some students may find disturbing. Know that it is my intention to select such texts. This course intentionally chooses such material to explore, unpack, challenge, and/or understand the topics of such texts.

**Report an Incident of Hate or Bias:**

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse, and supportive community free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

**Online Resources:** Basic information about this course will be available on the LALS 45 Canvas page. This page includes course syllabus, announcements, and a gradebook. To log into Canvas, you must obtain and use a CruzID Gold password. Once you have your CruzID Gold password, you can log into Canvas by visiting this site: <https://canvas.ucsc.edu>

**Academic Accommodations:** Students who may need accommodations due to a disability *should contact me early in the term to make sure their needs are addressed*. If students have a DRC letter that mentions extensions on deadlines for assignments, they are recommended to *notify me before an assignment deadline* if they need to use this accommodation. Contact the Disability Resource Center 831-459-2089 or [drc@ucsc.edu](mailto:drc@ucsc.edu).

**Plagiarism and Cheating:** Plagiarism includes intentionally or unintentionally copying from another resource without proper citation. I do not tolerate plagiarism. It is a disservice to you and me. Plagiarism also violates university policy and will result in disciplinary action. For more information on these matters, please consult the Student guide to Academic Integrity at [http://undergraduate.ucsc.edu/acd\\_integrity/student.html](http://undergraduate.ucsc.edu/acd_integrity/student.html).

**AI Policy:**

In this class, I ask that you complete your work without using AI-generated sources to augment, think through, or write your assignments. There is one exception: you are welcome to use AI tools for pre-submission editing (spell-check and grammar-check) as long as you do not use them for thinking or drafting. If you submit work that appears to have been written using AI sources, I will ask you to meet with me to discuss your thinking and writing process. If, after our conversation, I conclude it's more likely than not that you did not personally complete an

assignment you submitted under your name, I may refer you to your college provost for further conversation. If you have questions about AI use and/or proper attribution of other people's work, please ask me or your instructional team! Scholarly citing is not particularly intuitive, and part of my role is to help you learn those conventions.

**Policy on Sexual Violence and Sexual Harassment (SVSH Policy):**

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as "confidential" employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or [care@ucsc.edu](mailto:care@ucsc.edu).

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can report gender discrimination and sexual harassment and violence directly to the University's [Title IX Office](#) by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.

**REQUIRED TEXTS:**

Assigned readings will be posted on Canvas and/or available through the UCSC Library.

**COURSE REQUIREMENTS:**

**Attendance:** This course will be offered asynchronously/online; therefore, you are expected to navigate this course via Canvas. Each module will deal with a different thematic element of the course. You are responsible for navigating through the modules each week, viewing the week's recorded lecture, and submitting the course assignments on time by the due date. You must have access to a device with internet capabilities to access course materials.

**Discussions:** There will be five prompts throughout the course, and you are expected to answer in a formal format, proofread, not bulleted lists, and not notes. You are expected to respond in three to four paragraphs. These responses should engage in the course materials (lecture/video materials and readings), be proofread, and be well thought out.

**Participation/Engagement:** Since the course is offered online, you are expected to respectfully respond to your peer's discussion posts. You must respond to two classmates and not simply with one to two sentences and “I agree/disagree” statements. Your comments should be well thought out and engage with your peers' discussion of course material. At a minimum, your responses should be one paragraph (3-4 FULL sentences) per classmate.

**Short Paper:** You must write a 3-4 page double-spaced paper highlighting at least two major themes from the first three weeks of readings and course content. Writing this paper requires **only** course materials (lectures/readings). Your paper can be MLA or APA style, proofread, and must include a works cited page adequately formatted. You *must reference a minimum of three-course readings throughout your paper.* Your works cited page **should be a separate page** from your content and does **NOT** count toward overall pages. More instructions and rubric will be provided ahead of the due date on Canvas.

**Final Paper:** You will write a paper discussing the final two weeks' course themes linking to the overall course. This culminating paper must be at least 6 pages double-spaced (not to exceed 7 pages), APA or MLA formatted, adequately formatted works cited page (**not** part of overall pg count), and proofread. You must reference *at least five course readings* throughout your paper, in which you will show your comprehension of course readings and their themes. You should **only** reference course materials (lectures/readings/videos) for this paper. The goal of this paper is for you to further engage in themes around race, gender, and class.

**Your Grade:**

Discussions/Attendance (5): 50 points / 10 points each

Participation/Engagement (3): 30 points total/ 10 points possible/ 5 points per comment

Short paper: 40 points

Final Paper: 80 points

TOTAL: 200 Points

**Grade Scale (percentage)**

94 to 100 A

90 to 93 A

87 to 89 B+

84 to 86 B

80 to 83 B

77 to 79 C+  
 74 to 76 C  
 70 to 73 C  
 67 to 69 D+  
 64 to 66 D  
 60 to 63 D

**STUDENT HOURS FOR COURSE**

UC Senate Regulation 760 specifies that one academic credit corresponds to a total of 30 hours of work for the median student over a quarter. This class is a 5-unit course and will therefore take up to 15 hours of your time each week. Here is an approximate breakdown of the time spent for this course: 8 hours of reading, 4 hours of writing/discussions, and 3 hours of viewing lectures/video materials.

**COURSE SCHEDULE July 29-August 30**

<b>Week</b>	<b>Reading and Activities</b>	<b>Deliverables</b>
<b><i>Zero</i></b>	<p><b>Zoom meeting to orient students to the course and answer questions (will be recorded for those who can't make it)</b></p> <p><b>Thursday July 25th, 2024 @ 7pm</b></p>	*attend/view orientation video. Introduction module*
<p><b><i>One</i></b>  <b><i>July 29- August 4</i></b></p> <p><b><u>Theoretical and Historical Foundations of Race, Class, and Gender</u></b></p>	<p><b>Lorde: Age, Race, Class, and Sex: Women Redefining Difference (1984)</b></p> <p><b>Langston: Tired of Playing Monopoly? (1988)</b></p> <p><b>Omi and Winant: Racial Formation in the US, Ch. 4 (1994)</b></p> <p><b>Gallagher: Color Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America (2003)</b></p> <p><b>WATCH: Ted Talk Nina Jablonski "Skin Color is an Illusion" (15 min) (2009)</b>  <a href="https://www.ted.com/talks/nina_jablonski_skin_color_is_an_illusion?language=en&amp;trigger=5s">https://www.ted.com/talks/nina_jablonski_skin_color_is_an_illusion?language=en&amp;trigger=5s</a></p>	<p>View the Recorded week one lecture and read this week's readings</p> <p>Respond to prompt by <b><u>Thursday August 1st @ 11:58pm AND respond to at least 2 classmates by Monday August 5th @ 11:58pm on Canvas</u></b></p>

<p><b>Two</b> <b>August 5- August 11</b></p> <p><b><u>Systems of Power and Inequality: Ethnicity, Class, Capitalism, and Inequality</u></b></p>	<p><b>McIntosh:</b> White Privilege: Unpacking the Invisible Knapsack (1990)</p> <p><b>Bonilla-Silva and Glover:</b> We are all Americans: the Latin Americanization of Race Relations in the United States (2009)</p> <p><b>Shapiro:</b> Toxic Inequality Ch. 2 “Inequality at Home” (2017)</p> <p><b>Medwinter:</b> Ecologies of Inequity: How Disaster Response Reconstitutes Race and Class Inequality Ch. 1 “Ecologies of Inequity” (2023)</p> <p><b>WATCH (2 videos) (16 minutes total):</b> Ted Talk “Is Inequality Inevitable?” (2022) (6 mins) <a href="https://www.ted.com/talks/ted_ed_is_inequality_inevitable?language=en&amp;trigger=5s">https://www.ted.com/talks/ted_ed_is_inequality_inevitable?language=en&amp;trigger=5s</a></p> <p>Ted Talk “The Exploitation of US College Athletes” (10 mins) (2020) <a href="https://www.ted.com/talks/tim_nevius_the_exploitation_of_us_college_athletes?subtitle=en&amp;trigger=5s">https://www.ted.com/talks/tim_nevius_the_exploitation_of_us_college_athletes?subtitle=en&amp;trigger=5s</a></p>	<p>View Recorded week two lecture and read this weeks readings</p> <p>Respond to prompt by <u>Thursday August 8th @ 11:58pm AND</u> to at least 2 classmates by <u>Monday August 12th @ 11:58pm on Canvas</u></p>
<p><b>Three</b> <b>August 12- August 18</b></p> <p><b><u>Systems of Power and Inequality- Gender and Sexuality</u></b></p>	<p><b>Hanser:</b> The Gendered Rice Bowl: The Sexual Politics of Service Work in Urban China (2005)</p> <p><b>hooks:</b> “Reconstructing Black Masculinity.” <i>Black Looks</i>, 2nd ed., Routledge (2015) pp. 87–113,</p> <p><b>Schilt and Westbrook:</b> “Doing Gender, doing heteronormativity: ‘gender normals’, transgender people, and the social maintenance of heterosexuality” <i>Routledge International Handbook of Heterosexualities Studies</i>, 1st ed., Routledge (2020) pp. 217–38</p> <p><b>Pinho:</b> "Labeling Brazil: A Nation’s Image on Beauty Products, Services, and Procedures." <i>Feminist Studies</i>, vol. 48 no. 2, (2022), p. 423-454.</p> <p><b>WATCH (2 videos) (22 mins total):</b> National Geographic’s Third Gender: An Entrancing Look at Mexico's</p>	<p>View Recorded week three lecture and read this weeks readings</p> <p>Respond to prompt by <u>Thursday August 15th @ 11:58pm NO responses to classmates</u></p> <p><b>Short paper due Monday August 19th @ 11:58pm</b></p>

	<p>Muxes (9 minutes) (2017)  <a href="https://www.youtube.com/watch?v=S1ZvDRxZlb0">https://www.youtube.com/watch?v=S1ZvDRxZlb0</a></p> <p>Berkeley professor explains gender theory   Judith Butler (13 mins)(2023)  <a href="https://www.youtube.com/watch?v=UD9IOIUR4k">https://www.youtube.com/watch?v=UD9IOIUR4k</a></p>	
<p><b>Four</b>  <i>August 19- August 25</i></p> <p><b><u>Social Institutions and Social Issues- Education, Labor, Citizenship, and Criminalization</u></b></p>	<p><b>Takaki:</b> selections from A Different Mirror: A History of Multicultural America (10 pgs) (1993)</p> <p><b>Hernández:</b> Amnesty or Abolition? (2011)</p> <p><b>Joseph:</b> Black Girls’ and Women’s Typology of Invisibility in (Mathematics) Education (2022)</p> <p><b>Medwinter:</b> Ecologies of Inequity: How Disaster Response Reconstitutes Race and Class Inequality Ch. 3 “Black Immigrants and Disaster Inequality” (2023)</p> <p><b>WATCH (4 videos) (22 mins total):</b>  The Bracero Program  NBC News (2020) (3 mins)  <a href="https://www.youtube.com/watch?v=6Aye9c4SgPw">https://www.youtube.com/watch?v=6Aye9c4SgPw</a></p> <p>Mass Incarceration Visualized (2:30 mins)  <a href="https://youtu.be/u51_pzax4M0?feature=shared">https://youtu.be/u51_pzax4M0?feature=shared</a></p> <p>How Asian Americans Became the Center of Affirmative Action CNBC (2022) (9 mins)  <a href="https://www.youtube.com/watch?v=uUnX4bqDkfo">https://www.youtube.com/watch?v=uUnX4bqDkfo</a></p> <p>Ted Talk: Storybook Maze: A Street Librarians Quest to bring books to everyone (8 mins) (2024)  <a href="https://www.ted.com/talks/storybook_maze_a_street_librarian_s_quest_to_bring_books_to_everyone?vwo=featured&amp;subtitle=en&amp;trigger=5s">https://www.ted.com/talks/storybook_maze_a_street_librarian_s_quest_to_bring_books_to_everyone?vwo=featured&amp;subtitle=en&amp;trigger=5s</a></p>	<p>View Recorded week four lecture and read this weeks readings</p> <p>Respond to prompt by <u>Thursday August 22 @ 11:58pm</u> and respond to 2 classmates by <u>Monday August 26th @ 11:58pm</u></p>
<p><b>Five</b></p>	<p><b>Dolmo:</b> “I Disrupted you?” from women of</p>	<p>View Recorded week five</p>

**August 26- September 1**

**Intersectionality and Social Change- Social Movements and Activism**

color in coalition, smell this (1991)  
**Rodríguez:** Queer Latinidad : Identity Practices, Discursive Spaces Chapter 2  
“Activism and Identity in the Ruins of Representation” (2003)

**Taft:** chapter 1 “Learning with the Peruvian Movement of Working Children” from The Kids Are in Charge: Activism and Power in Peru's Movement of Working Children (2019)

**Hill- Collins:** Intersectionality as Critical Social Theory, epilogue “Intersectionality and Social Change” (2019)

**WATCH (5 videos) (40 min total):**

“The urgency of intersectionality | Kimberlé Crenshaw | TED” (18 mins) (2017) **trigger warning, discussion and clips of police violence**

<https://www.youtube.com/watch?v=akOe5-UsQ2o>

“Women of Chicano Movement Continue to Fight for Justice” NBC (3 mins)(2022)

[https://www.youtube.com/watch?v=4qjL2yP\\_f\\_w](https://www.youtube.com/watch?v=4qjL2yP_f_w)

“Dolores Huerta reflects on histories activism, next generations fight: part 1” (8 mins) ABC News (2021)

<https://www.youtube.com/watch?v=yWMI DxzbiK0>

“Cuba’s Families Code at the Vanguard of LGBTIQ+ Rights in Latin America” (5 mins) (2022)

<https://www.youtube.com/watch?v=xxJGZdNY2PA>

“Y’all Better Quiet Down!: Sylvia Rivera Gay Pride Rally NYC” (6 mins) (1973)  
**trigger warning, mention of rape and violence**

<https://www.youtube.com/watch?v=Jb-JIO>

lecture and read this weeks readings and watch videos

Respond to prompt by  
**Thursday August 29th @ 11:58pm**

NO RESPONSES TO CLASSMATES

**Final Paper due Sunday, September 1 @ 11:58pm**



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